

Recognizing the components that bring success to drug-free programs is a key to selecting an appropriate curriculum.

School Safety

UPDATE

America's drug-free schools: What makes them work?

"By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

Nowhere is there an educator to disagree with such a lofty goal. Were such a task easily within the grasp of school districts, the target date would not be the year 2000, but the year 1992.

Each component of the sixth goal of Education 2000 presents unique problems. A secure, disciplined, drug-free school environment does not happen by chance. It is the product of concerned parents, educators and administrators, working together for the good of the students, to provide an optimum learning experience.

When students are asked "Is there a drug problem in your school?" a common response is, "No, I can get all the drugs I want." Accessibility and availability are critical issues for many administrators and parents. A pressing concern, however, involves identification of successful strategies to guide students of today through the maze of available choices in a drug-rich environment.

"The best way to fight drug use," according to the U. S. Department of Education, "is to begin prevention efforts before children start using drugs." Providing a comprehen-

sive drug and alcohol prevention/education program may be fairly easy; there are numerous ones available. Which will be the most effective is another question. How does a school district select an appropriate curriculum?

"Educators don't need to reinvent the wheel," says Liston Knowles, both principal and member of the Drug-Free School Recognition Program steering committee, "it's just a matter of recognizing the components that bring success to any drug-free program."

The U. S. Department of Education sponsors the Drug-Free School Recognition Program. Through national acknowledgment of successful substance abuse strategies, others may be encouraged to initiate efforts to prevent drug use.

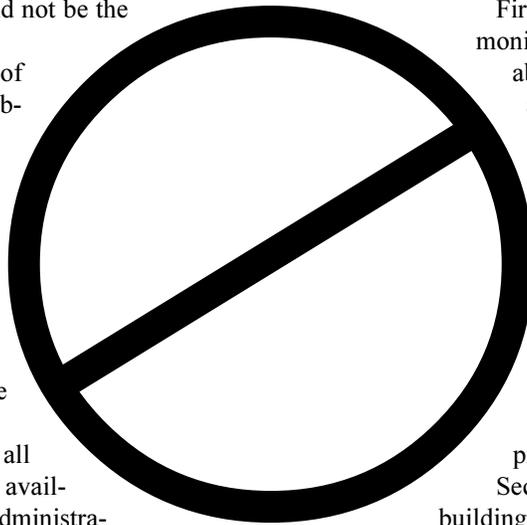
Winning schools share seven common characteristics. Their strategies and programs are varied, but their approaches all incorporate specific criteria.

First, each recognizes, assesses and monitors the problem. Patterns of drug use/abuse differ from school to school, thus any successful strategy must address each school's individual situation.

Methods of assessment also differ; they include surveys of both students and parents, consultation with law enforcement, analyses of in-school reports and staff observation. The Department of Education stresses informing the community about the assessment findings, since "communities are both part of the problem as well as part of the solution."

Second, both interaction and network-building with community groups and agencies are necessary. The community can provide the resources needed for the effort to rid schools of drugs.

Third, each school has set, implemented and enforced its anti-drug policy. This policy is clear and consistent. It names forbidden substances and specifically states the consequences for use. These policies do not stop at prevention programs, they list intervention strategies, treatment



COVER STORY

options and disciplinary procedures. Also included in many drug policies is the provision for continued study in the event of suspension and/or expulsion.

Fourth on the list is the determination of the curriculum, the selection of materials and the actual teaching of the prevention curriculum. It does not matter whether a commercially developed guide is used (or modified) or a district creates its own. The material needs to be specific to the individual school and address the reasons why students succumb to substance use/abuse.

Fifth, administrators, teachers and staff are trained to “create and reinforce positive role models for students.” This step is crucial to the success of a drug-free school program. Every adult on the school campus must subscribe to the philosophy of the curriculum and be aware of the content of the material. As a by-product of such support, the staff is also more able to recognize the signs of student drug use. Frequent updates on drug education research and practices keep the staff current and aware.

The sixth component requires schools to involve its students in drug-free activities. It is not sufficient to teach avoidance; alternatives to drug use are required. Many schools already offer extracurricular or co-curricular activities. These programs can be expanded or the school can cooperate with a community organization to enhance the availability of supervised drug-free activities.

Last, parental involvement is encouraged and parent education is provided. Schools must teach parents the dangers of drug abuse before parents are able to respond to and recognize such problems. Parents should be included in the planning stages to effectively enlist their support.

Strong leadership is essential. Reduction of drug use and implementation of strong “no-use” messages require individuals dedicated to the well-being of students and who are unafraid of the work that commitment will entail.

The U. S. Department of Education and other sources also suggest that good drug prevention programs contain the following components:

- accurate and age-appropriate information;
- basic communication skills;
- decision-making and problem-solving skills;
- assertiveness training;
- refusal skills;
- consumer education;
- stress reduction skills; and
- self-concept development.

According to principal Francine Zausmer, of Deasy Elementary in Glen Cove, New York, honored in the U.S. Department of Education’s Drug-Free School Recognition Program, “Drug education has to begin in kindergarten. How kids feel about themselves — and those feelings are

formed early — often determines whether or not they’ll use drugs.”

Accurate and age-appropriate information. Effective substance abuse education programs present information in a culturally sensitive manner. Knowledge and recognition of substances are adapted to age and grade level. Specific drugs are identified: alcohol, tobacco, marijuana, cocaine (including crack), inhalants, hallucinogens, stimulants, depressants, steroids and narcotics, all in their various forms.

Elementary level. Young students can be taught about personal responsibility. Knowing home and school rules, and respecting those rules, helps to keep them safe. Children need to learn which adults in the community are appropriate for seeking guidance when questions arise.

Younger children can understand that a responsibly administered prescription taken during an illness is still a drug, and that drugs can be harmful. They can be trained to distinguish unknown objects, substances, containers, foods, poisons, medications and drugs.

Elementary children are also able to understand addiction. They can learn the different effects of various substances and understand the consequences of such use. They must learn that alcohol and drugs are illegal for minors, and that many substances are illegal for all persons. Peers and the media exert strong, sometimes hidden, pressure. Such social influences can be openly discussed. Children also need to be aware that professional help is available, both for those in trouble and those in need of advice.

Secondary level. By the time students are in junior high, they can absorb much specialized information. They are able to study the physiology of drug effects on all body systems. They can understand the nature of chemical dependency, both short- and long-term effects of drugs, drug interactions and the physical effects of drugs on motor coordination. Students can also understand that reactions to drugs are individual, that tolerance, physical dependence and psychological dependence do not develop according to a standard timetable.

Junior and senior high students need to be aware of the relationship between drug use and AIDs, as well as other conditions such as learning disorders, congenital defects and various diseases of the heart, lungs and liver.

Older students should understand the laws regarding drug use. There are also social and economic repercussions to drug use, for oneself, the family and society as a whole.

Local resources for those with substance abuse problems can be widely publicized. During adolescence, students often look to their peers for guidance, rather than to adults.

At all ages, students should continually familiarize themselves with the nature of addiction and the tactics of drug dealers. They need to be aware from a very early age that

combining drugs, even prescribed ones, can be fatal.

Students do not, however, exist in a vacuum; school is only a portion of their lives. What exists outside of school may well cause a substance abuse problem, yet schools must be prepared to deal with the problem. Prevention is crucial, both in terms of cost-effectiveness and preservation of life.

Students will use drugs even when they know the facts — knowledge itself does not lead to prevention. Integrating social skills with factual information is more effective.

Basic communication skills. Students need to be able to express both thoughts and feelings. Pay special attention to students who have disabilities that make it difficult for them to communicate.

Decision-making and problem-solving skills. Students should be taught how to make an informed choice, emphasizing the difference between good choices and bad choices.

Assertiveness training. Such training enables students to understand that they have individual rights. Each learns that one has a responsibility toward self as well as others. Although cooperation is normally a trait to be nurtured, it should not take precedence over a clear recognition of danger.

Refusal skills. Students of all ages need to learn how to say “no.” They are afraid of losing friends, face and status. Strategies for refusal can be practiced; students need to know that they can maintain their self-respect and still refuse.

Consumer education. The media sends so many attractive messages about tobacco, alcohol, medications and other substances that consumer education is necessary. Advertising can be deceptive. Schoolchildren need to understand false promises and empty glamor.

Stress management and reduction. Stressors for adults and children are different. Stress is often a contributory cause of substance use/abuse. Students can learn to identify their individual stressors and to manage them without resorting to harmful substances.

Self-confidence development. Self-confidence is an attitude of trust in one’s unique abilities. Those who know themselves, and their personal strengths, are better able to feel comfortable with their choice of healthy options. Thus, teachers play a vital role. Teachers can create opportunities for students to succeed. They also can convey to the students a confidence in their abilities, enabling students to

feel confident in themselves.

In addition to these eight components of a successful prevention curriculum, the substance abuse education program must send a clear message regarding substance use/abuse. Programs that advocate “responsible use” should be rejected — such a message conveys the thought that some illicit drugs are not necessarily harmful. Students frequently believe themselves invulnerable. Anything other than a clear no-use message could be misinterpreted.

The structure of the curriculum should allow for easy updating, using current research and information. Teacher training is also vital for proper implementation. Adequate evaluation is also essential.

Prevention programs that encompass the entire community are more likely to be successful. Students will make better choices in supportive communities that send unified messages regarding the use of drugs and alcohol.

The National Commission on Drug-Free Schools has identified two effective types of programs. One combines “positive peer influence with specific skills training,” including resistance, communication, decision-making and peer helper programs. These are

effective in delaying or deterring substance abuse among average school populations.

The second kind of program provides “positive alternatives to drug use” and emphasizes “the acquisition of specific skills.” These provide “special remedial tutoring, one-on-one relationships, job skills, and physical adventure.” The Commission concludes: “Although alternative programs are intensive and costly, they do change the drug use behavior of nearly implacable high-risk populations.”

It might appear that time spent learning about personal safety, drug use, peer pressure and the consequences that follow choices is time wasted. Some feel that any time away from the traditional “3 Rs” is misspent. In today’s society, however, the pressures exerted upon children to experiment with drugs, tobacco, and alcohol are tremendous. Encouraging healthy interests and alternatives will serve to protect this country’s youth.

As Drug-Free Schools Recognition Program honoree Robert Parsons of Browning Middle School in Browning, Montana, states, “We won’t see the results of our labors right away in the community. But maybe we’ll make a difference for the children or grandchildren of these kids. We’re not going to quit.”

Drug education has to begin in kindergarten. How kids feel about themselves — and those feelings are formed early — often determines whether or not they’ll use drugs.

Working together to keep youth out of trouble

PTA and GTE team up for drug-free kids

The National PTA and GTE, a California-based telecommunications service provider, have joined together to develop a program that helps parents prevent the use of drugs by their children. *Common Sense: Strategies for Raising Alcohol- & Drug-Free Children* was developed by Lifetime Learning Systems, Fairfield, Connecticut, and is funded by a \$1.4 million grant from the GTE Foundation. It is being offered free to National PTA units.

Designed for children in grades three through six, *Common Sense* focuses on three areas: building bonds to family and schools; rights, rules and limits; and parents as role models. The kit contains brochures with tips for parents, a 15-minute videotape that helps evaluate parent-child communications, and information on how to organize and conduct four interactive meetings for parents. Also included are some suggestions for promoting the program, arranging for speakers, creating follow-up activities and establishing community outreach efforts. Selected *Common Sense* materials have been translated into Spanish. Chartered PTAs may receive one free kit by calling 1-800-225-5483. Other organizations can call the same number and purchase the kit for \$40 plus shipping and handling.

The GTE Foundation provides financial assistance to scientific, educational and charitable institutions on behalf of GTE and its many subsidiaries.

Plan alcohol-free prom parties

As the end of the school year approaches, many young people are planning prom or "grad night" parties. Schools and parents should work together to provide drug- and alcohol-free alternatives for these traditional celebrations.

Chicago School District 219 distributes a parent guide on alcohol and drug abuse entitled TRY (Township Reachout to Youth) Resource Guide, which informs parents about the district's substance abuse policy and sources for help.

While the largest portion of the resource guide is dedicated to providing helpful information about drug dependency and use, it also offers the following tips for hosting parties

for young people:

- An adult should be present during the party.
- Anyone who leaves the party should not be allowed to return in order to discourage people from leaving with the intent to drink and/or use drugs.
- Encourage small parties.
- Set ground rules and plan activities with the teen prior to the party.
- Notify neighbors before the party. Encourage teens to write a note or call close neighbors. Such a note will also assure neighbors that the party is being properly chaperoned and that they can call if the party is too noisy.
- Notify police when planning a large party, to provide for the safety of both guests and neighbors.
- Offer plenty of food and non-alcoholic drinks.
- Homes where parents are absent are frequent party sites. If you must be out of town, a friend, relative or neighbor should stay in your home while you are away.

New national gang hotline available

Would you like to anonymously report gang crimes or activities in your neighborhood? Do you need someone to direct you to an anti-gang project in your area to help your child get out of gangs? Do you need to find an agency that can help you clean up your neighborhood or provide assistance in finding family counseling services?

If you answered "yes" to any of these questions, you may want to call the Gang Suppression Hotline. WE TIP is an agency that receives gang information on a nationwide toll-free hotline. Hotline calls are answered by trained operators, not police, who will report crime information to the appropriate police, fire or sheriff's departments. They also offer information about local agencies that may be able to help. The hotline operates 24 hours a day, 7 days a week, year-round. For more information, to report a crime or to gain assistance, call the hotline at 1-800-78-CRIME.

Juvenile female crime on the increase

According to a report in the *Sacramento Bee*, the crime rate for females age 17 and younger has risen. In New York City, the number of females arrested for felonies increased 48 percent over the last four years. New Jersey and Connecticut report similar statistics.

More females are involved in gangs and the drug trade; more also are carrying weapons. Female gang behavior often begins as a protection against violence, then expands to include criminal activities.

The causes of this increasing violence are attributed to societal trends: less supervision; the breakup of families; loosening of traditionally tighter rules governing female behavior; and the effects of increasing poverty.

Mitchell directs community policing in L.A. schools

The switchboard comes alive with blinking lights. Officers are needed at the site of an assault, other officers are requested to break up a fight between two rival gangs, while additional officers respond to reports of vandalism, drug trafficking and hate crimes. One might assume he or she is at a metropolitan police department or the local office of the F.B.I. In reality, this could represent a day in the life of Chief Wesley C. Mitchell and the Los Angeles Unified School District (LAUSD) Police Department.

In 1948, as a result of an increased need to protect property, LAUSD implemented its first school security department. Although the need to protect property from theft and vandalism remains a great concern, a more profound priority now takes precedence — the priority of human life. With this in mind, the district security department reorganized into a fully equipped and manned school police force in 1984.

Maintaining safe environments that are conducive to quality education in LAUSD schools requires strategies that are both comprehensive and localized. Mitchell's approach features a team of on-site and patrol officers as well as an efficient administrative and clerical staff. The police staff is deployed in four basic modes: officers who patrol district facilities at regular intervals, officers assigned to specified school sites, officers who specialize in investigation and officers in charge of department management.

Chief Mitchell developed the first school district, police-administered crime prevention program in the country. He also was successful in teaching anti-gang strategies to police officers, probation personnel, school administrators and parents. Additionally, Mitchell worked in conjunction with the California Departments of Justice and Education during the development of the California School Law Partnership. This program, which is still in existence, provides consultation services in the areas of campus security, drug abuse prevention, youth gang intervention and child abuse education.

"Going above and beyond the call of duty" is definitive of Chief Mitchell on the job, as his agenda includes chair-

ing committees and formulating task forces as well as a seemingly infinite number of community responsibilities.

In 1987-88, he served as a technical advisor to the Governor's Commission on Education Quality. He has served both Los Angeles City and County on the Intra-Agency Gang Task Force. Its mission was to bring together law and probation officers

with members of the community, to develop a cohesive and focused strategy for handling the gangs that plagued Los Angeles County.

In 1986, Chief Mitchell served on the task force of the Human Relations Commission's Committee, investigating the rising tensions between African-Americans and Hispanics that resulted from changes in demographics.

More recently, Mitchell served with the United Way Youth Violence Round Table, a multi-agency group comprised of law enforcement and probation officers, judges, educators, corporate executives and citizens from the community. This dynamic team has combined its collective expertise to create strategies and generate grant monies that combat youth crime and violence in Los Angeles County.

Children that grow up in inner-city Los Angeles are often deprived of normal childhood activities because of the hostilities that dominate the neighborhoods in which they live. Mitchell dedicates much of his time to activities that improve the quality of life for children that live in these areas. In 1991, Mitchell chaired the African-American Student Leadership Conference, which brought together 500 African-American youths from Los Angeles areas. The conference focused on preparing them to provide leadership for their peers and communities.

Wesley Mitchell has a well-defined vision for the future, and the focal point of this vision is "community policing," with an emphasis on crime prevention first. According to Mitchell, "There will always be a need to address social living problems in schools. How well educators, law enforcement and the community work together to anticipate and solve these problems will determine our ability to provide all children with a quality education."

In the era of the "ME generation," Wesley Mitchell dedicates himself to a cause other than his own. He directs a communal effort to confront the infection of youth crime and violence. Along the way he has discovered that the most profound sense of gratification comes from seeing children filled with insights instead of fear.

Wes Mitchell

States mandate education for drug abuse prevention

Many state legislatures have taken an aggressive approach against substance abuse. A variety of laws now require action relating to drug abuse education in the public schools. The following are a few of the mandates that serve to enhance safe school environments.

- **Develop a comprehensive drug abuse education program.** Several states mandate drug abuse education. For example, Alabama requires the state superintendent of education to develop such a program for all children in grades one through 12. Drug abuse education courses must be part of the curriculum of every school. The legislative intent of these statutes is to “teach the adverse and dangerous effects of drugs on the human mind and body.”
- **Mandate the use of voluntary services.** Alabama also mandates the use of voluntary services from professionals of the clergy, education, medicine, law enforcement, social services and other fields to use their expertise to help implement programs.
- **Provide in-service education programs.** The Alabama statute lists the priorities for implementation of its drug abuse program. High priority is given to in-service education programs for teachers, administrators and other personnel. Special emphasis is also placed on methods and materials necessary for the effective teaching of drug abuse education. The statute requires that in-service teacher education materials, based on individual performance and designed for use with a minimum of supervision, be developed for all county and city school systems.
- **Establish resource centers and train specialists.** Other priorities of the Alabama drug education statutes include establishing resource centers located in various regions of the state; expanding degree programs for the preparation of drug education specialists; and designing programs for training of school paraprofessionals and personnel of non-school health or health-related agencies.

Connecticut encourages local and regional superintendents to designate for each public school building a team of teachers or guidance personnel to serve as resource specialists for substance abuse prevention education.

- **Prescribe course of instruction.** Several states include drug abuse education as part of the prescribed course of instruction. Connecticut has an entire health and safety section in its course-of-study statute. It states, in part, that “[i]n the public schools the program of instruction offered shall include at least the following subject matter...health and safety, including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention and safety and accident prevention....”
- **Conduct annual statewide survey.** Other statutes mandate the use of state funds to survey the extent of the drug abuse problem among students. Arizona directs its Criminal Justice Commission to conduct an annual survey designed to measure attitudes and the prevalence and frequency of substance abuse. An interesting feature of the statute is that it connects a survey of chemical abuse with street gang activity. The Commission must then report the survey results to the governor, the president of the Senate and the speaker of the House of Representatives.
- **Provide immunity from liability.** Reporting student drug abuse is another concern addressed by numerous state statutes. In Arkansas, teachers and other school personnel are immune from liability and suit for damages for communicating information in good faith concerning drug abuse by any pupil. The report can be made to the pupil’s parents, to law enforcement or to health care providers.
- **Require schools to turn over physical evidence.** Connecticut takes a different approach. Administrators, teachers and nurses cannot be required to disclose any information concerning drug abuse acquired through a “professional communication” (private and in confidence) with a student. They are required to turn over physical evidence obtained from such a student, but they cannot be required to disclose the name of the student. The statute states that “[a]ny such professional employee who, in good faith, discloses or does not disclose, such professional communication, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed, and shall have the same immunity with respect to any judicial proceeding which results from such disclosure.”
- **Designate a responsible administrator to report violations.** Delaware has a similar statute. Each school district is required to designate an administrator in every school as the person responsible for reporting, to parents and/or law enforcement agencies, any violation and/or problems relating to the abuse of controlled substances. However, the administrator is not liable “for any act or omission committed by him in the performance of his duties and responsibilities” under this statute.

DARE: Protecting the future through prevention today

Drug Abuse Resistance Education (DARE) is a nationwide program designed to prevent substance abuse among school-age children. Although drug identification and harmful effects of drugs and alcohol are taught, the bulk of the course is formulated to enable schoolchildren to resist both subtle and overt pressures for experimentation with drugs and alcohol.

Originally created to focus on elementary students, DARE has expanded to include students in kindergarten through high school. Founded in 1983, it was a joint effort of the Los Angeles Unified School District (LAUSD) and the Los Angeles Police Department. DARE has proven to be successful, expanding into all 50 states, Australia, New Zealand, American Samoa, Canada, Puerto Rico and Department of Defense schools worldwide.

DARE is taught by a uniformed but unarmed police officer who returns each week to present the entire series of lessons. This is predicated upon the belief that veteran officers have tremendous credibility with students. Examples used are from real life experiences, "straight from the streets."

The DARE program officers are carefully selected. Special training includes 80 hours allotted to child development, classroom management, teaching techniques and communication skills. Forty additional hours are required to teach the high school lessons.

The curriculum was developed by health education specialists in LAUSD. Core classes are presented to fifth- and sixth-grade classes. One lesson per week for one semester helps equip students with skills to resist the temptation of drugs and alcohol.

The success of DARE in LAUSD has been measured by a long-term study conducted by the Evaluation and Training

Institute (ETI), an independent Los Angeles research firm. Begun in 1985, the study's purpose was to "determine the long-term impact of the program on students' attitudes and use of drugs and alcohol over time." The basic methodology — tracking and surveying of both DARE and non-DARE students — remained consistent over the four years of the study.

The student survey covered four categories: demographics; attitudes towards drugs and alcohol; level of exposure to drug use; and personal use of twelve substances, from beer to hard drugs such as heroin and cocaine. ETI analyzed school records and interviewed and surveyed teachers, administrators and counselors concerning their perceptions of the program.

In the sample, 77 percent of the students agreed that DARE had taught them to say "no" to drugs and alcohol. Sixty-six percent agreed that they knew more about drugs and alcohol, while 78 percent of the students used less

drugs and/or decided not to use drugs because of the DARE training. In all cases of alcohol and drug use that showed a statistically significant difference, DARE students showed a lower rate of use than non-DARE students.

ETI has formulated three conclusions from the analysis. First, more students from both the experimental and control groups reported the use of drugs and/or alcohol during 1987-1988 than did students in the previous two years. Second, the use of tobacco is considerably lower

with DARE students than with non-DARE students, at all frequency of use levels. Third, there is a significant difference in the tendency to use cocaine between DARE and non-DARE students. DARE students have shown a decreasing rate in cocaine use, while non-DARE students have tended to slightly increase use.

Additionally, the study revealed a tendency on the part of DARE students for a lower rate of experimentation with LSD, uppers, downers, heroin, inhalants, PCP and prescription drugs not administered under the care of a physician.

Long-term impact measured by ETI shows that, over time, DARE students use drugs and alcohol at a lower rate than non-DARE students. Also significant is the fact that the DARE students report a positive regard for both the program and law enforcement officers in general.

DARE proponents believe that this program can affect both attitudes and behavior, thus enhancing students' chances to avoid the trap of substance abuse.

Pre-employment record screening: a key to child safety

- *March 1990 — Northridge (California) a recently discharged day-care aide kidnaps, rapes and murders an eight-year-old boy, and then burns the body.*
- *November 1991 — Idaho teacher convicted of one count of lewd and lascivious conduct and two counts of statutory rape after having sex with three teenage girls, each of whom became pregnant and had an abortion at his urging.*
- *January 1992 — Hawaii teacher is arraigned on charges of third-degree sexual assault and kidnapping after allegations that he molested an 11-year-old boy at his home following a fund-raising activity.*

Incidents like these are not uncommon. How can such heinous crimes occur? How do unscrupulous people get hired into youth-serving positions?

Protecting the security of children is of paramount importance; nowhere is there a clearer need for record screening policies than in those operations that serve children and youth. To date no comprehensive set of guidelines exists that will enable school systems or child

service agencies to conduct background checks, in the interests of child protection, without infringing upon the privacy rights of applicants.

NSSC and the Missing and Exploited Children Comprehensive Action Program (M/CAP), in cooperation with Public Administration Service, recently sponsored two workshops on record screening and selection, bringing together a group of national authorities to develop a set of recommendations for use by M/CAP sites and other child service organizations.

The **Second Annual School Safety Leadership Conference**, "Where Do We Draw the Line?" will be held in Seattle, Washington, May 6-9. This conference, sponsored by NSSC and the Seattle Public Schools, will focus on successful school safety programs and strategies throughout the United States and Canada. Registration is possible by calling Seattle Public Schools, 206/298-7510.

A newly revised edition of ***School Crime and Violence: Victims' Rights***, including updated court cases and citations, will be available soon. This book covers school safety law, the right to safe schools and tort principles relating to the rights of campus crime victims.

Developing Personal and Social Responsibility is the title of a new publication due in late spring. The book proposes ideas, strategies and curricula for responsibility-training in the schools.

Also in the process of revision is the ***School Discipline Notebook***. This handbook for educators addresses student rights and responsibilities. It covers establishing and maintaining discipline policies and model codes of conduct. Legal perspectives on school discipline, including special education students, are discussed. A final section contains resources and model policies.

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